**United Educators of San Francisco**

**Assembly Board**

Wednesday May 15, 2019 4:15 pm

**Minutes**

***Call to Order 4:30pm; Quorum @ 5:15pm***

1. M/S/C Minutes Katie Waller-O’Connor
2. M/S/C Financial Report VanCedric Williams

519% other income, the state has been sending us checks for retirement, still investigating why this is happening. 113 applicants for 7 scholarships.

Reports

1. Elementary School Report Darcie Chan Blackburn

**Tuesday, May 14, 2019 4:30-5:30**

**Elementary Committee meeting with LEAD (**Leadership, Equity, Achievement, Development)

**UESF: Darcie Chan Blackburn, Beatrice Montenegro**

**SFUSD: E’leva Hughes Gibson**

**Agenda Items:**

1. Buildings and Grounds Check In
2. Special Ed Check In
3. Early Release Plans for 2019-2020 School Year
4. Changes in F&P Data occurring when the iPad app. info was synced with the Illuminate data.
5. Plans for next year’s Elementary Committee/LEAD meetings.

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| **Buildings and Grounds:**We agreed the protocol for addressing outstanding building issues (ones that are not addressed within 2 weeks). Members should ask their site’s secretary for the Work Order number and date and send this info along with the name of the school site to Darcie or Beatrice. We will then share this info (and provide the school’s cohort name) with LEAD so they can follow up on this.Drinking fountain at Sheridan fixed |
| **SPED issues brought up for us to discuss with the department next month with Jenny Payne.**1. Feinstein – parent of student with IEP wants to pull student out of site, because IEP not being followed. We need a procedure to follow to get legal support to make sure IEPs are implemented.
2. Suggestion to have substitutes at each elementary site during the first weeks of school so they are available to address extreme behavior issues that come up and so para support for students with IEPs are not compromised.
3. At best there’s a student with an IEP who’s not disruptive that does not get support because of a disruptive student pulling the para
4. When there’re not enough paras to provide support for all identified students, which student gets put at the top of the list?
5. People not having lunch so they can have a lunch bunch to help students with needs build relationships. Not having a lunch break for months at a time. RSP teacher had to work during lunch period. If the person is out, then another teacher has to cover to keep the strategy going. If the RSP took a lunch at another time, some other student would be missing his/her IEP minutes.
6. Parents who are threatening to sue, move students to other classes.
7. When things work for a student but were not written in the iep though had been in prek. They were able to build support from nondistrict staff (student teacher).
8. SPED is in charge of determining allocations of Para Educator support. They are bound by state and federal law that states that they allocate only for students who have already been identified as having an IEP that specifies the need for a Para Educator.
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| **Questions about Early Release Plans for Next Year**.  Last year a joint UESF and SFUSD committee met to discuss the possibility of having a district-wide program where all elementary schools would have one day a week where they released the students one hour early and would make up for that instructional time by teaching for 15 minutes extra on the other 4 days of the week.When I met with them last year, they said they were planning on starting a district-wide early release plan for all schools in the district next school year. I’ve heard recently that they decided not to do this after all. Could you find out what the situation is?E’leva shared information she received from Orla O’keeffe regarding Early Release for next year. There will be no bell changes for 2019-2020. All schools will maintain the same schedules for next year.Before SFUSD can change schedules district-wide, they need time next year to:1. figure how to standardize start times/bell schedules at school to ensure that instructional minutes are being met for each day.
2. have multiple departments work to develop guidelines and resources to support all schools having release on the same day and at the same frequency.
3. Have multiple departments work to develop guidelines and resources to support all schools having release on the same day and at the same frequency.
4. share info and ideas with staff and families to develop consensus at each site.
5. hire a project manager to communicate with all parties involved.
6. obtain updated software that can go through different permutations needed to work out bus schedules.
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| **Concerns about F&P Data in Illuminate and F&P Release Day Schedule for Next Year**1. Data that 1st Grade teachers, the RTIF and the Literacy Coach entered into illuminate (or created through using the iPad F&P app) is now different from when we entered it on April 30th. I only know this since I created my own Google Sheets spreadsheet so I would have immediate access to the assessment data to start planning reading groups.
2. Examples: Some students’ Foundational Skills which had been assessed and entered into Illuminate are now not there. Because I kept the paper copies, we were able to retrieve this data. Some other students had independent and instructional levels listed as lower than those entered into Illuminate on April 30th.
3. It’s possible that the data was overwritten in Illuminate when the assessment department synced the data between the iPad apps and what was already entered into Illuminate by another person. For example, I assessed a student on the iPad but the ARTIF assessed him later on and entered that data into illuminate. It’s possible that my earlier assessment data on the iPad overwrote the data in Illuminate. This still does not explain the loss of Foundational Skills data since that information is NOT recorded on the iPad.
4. Our ARTIF is now spending extra time trying to reconcile the discrepancies in the data.
5. This is problematic since the district makes decision about how effectively we are teaching and about funding for our site based on this data.
6. Luckily I keep a personal separate database on Google Sheets of this data so I know what I actually entered into illuminate and what scores I obtained using the F&P iPad app. The other 1st grade teacher did not keep a separate database so she has to rely on memory or go back through the F&P app manually to find out the students’ levels.

I should not have to spend the extra time entering this data into my own data file but I felt that I needed to since I’d heard of changes happening to the data during past cycles.1. If this is happening at Sheridan in my class alone, I am concerned that this is also occurring in other classes and at other sites.
2. We are still concerned about the Assessment schedules for next year, particularly for the kinder classes. Kinder had to assess during the first month of school for BOTH the F&P foundational skills and the Kinder Observation Form. The info was only really needed in the first month for the the Kinder Observation form. The scheduling resulted in assessment data being to old to use for the Report Cards in November. Kinder should be given a 2nd release day to do the F&P Foundational skills closer to the report card period.
3. 2nd grade should be scheduled to assess earlier in the 1st cycle since the students are older and already have enough reading skills for the teachers to want running record data to plan reading groups. 1st grade could then have their release day during the 2nd part of the first cycle.
4. Even if we have limited time slots for release days, we should be able to enter data into illuminate after our time slot has passed. Our ARTIF cannot enter data into Illuminate for 1st grade students but our 2nd grade teachers can enter data for their students right now.
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**Next meeting Tuesday, September 10, 2019, 4:30 at 555 Franklin, 3rd Floor Room 307 (the Sunshine Room)**

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**LEAD** – Leadership, Equity, Achievement, Development – Supervising 6 cohorts K-8 and 1 for High School.

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David Wong provided the link to access all report card information: <https://sites.google.com/sfusd.edu/aao/elementary-tk-5/report-cards>

1. High School Committee Report Kevin Hartzog & Kathy Melvin

**UESF High School Division Meeting**

2019 April 25

601 McAllister St, Conference Room

**Present:** Davina Goldwasser (Lead Middle School), Jean Robertson (Lead Special Education), Kevin Hartzog (Balboa H.S.), Kathy Melvin (Lowell H.S.), Britney O’Connor (UESF Special Education Division Co-Chair), William Patterson (UESF Special Education Co-Chair), Julian Quinonez (UESF High School Representative), Alysse Castro (Alternative High Schools), Matt Lavoie (Special Education), Elaine Merriweather (UESF), Margaret Farruggio (Special Education)

**Discussion Agenda: Model for co-teaching**

1. Foster an inclusive mentality where kids don’t know one teacher is a special education teacher, (as per SFUSD-UESF contract section
	1. 18.7.1 (Professional Development) and
	2. 29.8 (Inclusive Practices: General Education teachers should treat sped teachers as their co-teacher and not a Para-Educator: both should be planning lessons?

How can leadership support co-teaching environments. Woodside and Civic Center have these models and their guidelines can be shared with other sites as a district model.

1. Can both special education teacher and general education be teacher’s of record for students in their co-taught classes? Synergy might have a way to do it. “Teacher of record” isn’t discussed in Ed Code. LEADs are hearing the ask of wanting both teachers to have the ability to access all student data. This is a structural thing that IT could possibly address.
	1. If not, can special education teachers be the teachers of record for the students they are serving in those classes?
		1. Admin signs off on these IEPs and can arbitrate.

LEAD agrees there should be guidelines in place for this. Chief of sped will look at what other districts do. Chief of sped/UESF indicate rubrics, models, structures via a work group or committee to address this.

* 1. Direct administrators and Special Education teachers to write in comments of IEP’s services grid notes box “final grade will be determined in consultation with special education teacher. In case of conflict, the administration will mediate between the parties.”
1. Principals shall begin master plan scheduling with IEP co-teaching and planning periods for sped teachers and general education teachers.

Leads realize that first year teachers aren’t the best matches for co-teaching partners. Site leaders are looking at the best way. Some years there are people who do well but then teachers leave. Should we survey our members? LEADs agree that principals do get trained in this area but this can be a very hard issue to solve.

* 1. Principals should work with the UBC for recruiting
		1. look for new/consolidated teachers who fit in a co-teaching community.
1. Leaders (administrators) should help foster relationships for co-teachers?
	1. Must be a good match to be effective:
		1. We need interactive PD’s throughout the year where people can explore their strengths and weaknesses and find “compatible alignments” so they can co-teach/co-exist and build a personal relationship with their counterparts.
		2. Social justice oriented pathway/curriculum/ice breaker activities in professional development would help build these teams.
2. Have an optional PD for co-teachers at the beginning of the school year?
	1. Provide a centralized co-teaching training on Thursday during report back week.

Jennifer Steiner is creating a master plan to address PD’s coming back. UESF can reach out to her to identify how this could be implemented.

1. Middle School Committee Report Lisa-Beth Watkins

Middle School/K-8 division meeting April 24, 2019

Rosa Parks Elementary 4:30- 5:45

Agenda

1. Intro and additions to agenda

Present at today’s meeting were Lisa-Beth Watkins, Jake Stookey, and Julia Fung.

1. MSR questions
2. From Hoover. What about the “Unconference Schedules”?,And is the redesign monies in jeopardy?

WE discussed that conferences held between Middle schools that are both Pilots and schools that are curious about the impact of pilot models would be beneficial for all but we are unclear about the process by which these conferences are set up.

Also, the impact of Single Subject credential requirement and the “disparate Impact” it may place on longer term employees. . Hoover suggests that the district impose the requirements on new hires and allowed current staff to be grandfathered in or given exception to new requirements.

We as a middle school team expect the district to show respect to current staff and to uphold our contractual rights.

There is to be an open house at Hoover with Han Phung, at 5pm this Friday to discuss Middle School Redesign. Who will be there from the Union? Do we know what they are presenting?

1. Denman wants us to bring up the request that they have made of their admin to not involuntary transfer any teacher of a multiple subject credential to make space for a teacher with a single subject credential.
2. AP Giannini has a question regarding whether or not an administrator can block a para who has been given another job at another school site during the school year from leaving the current site.

This issue was brought to the paraeducator meeting for clarification and the issue will be addressed by our para educator leadership.

1. Vis Valley has a question about the UESF MSR presentation regarding the pilot schools. In the presentation that is being shared regarding MSR, Hoover and Roosevelt are listed as Pilot schools. It is the understanding of this committee that Francisco and Roosevelt are the two pilot schools that are receiving extra monies and support. We also want to reiterate that those schools that are pilot schools are not setting precedence that other middle schools must follow. They are pilots and trying things that may or may not make gains in our schools
2. Day of Action May 22
3. Other questions or concerns.
4. Lawton brought up a concern regarding pressure from their administration to push forward with a “comprehensive Approach to Literacy” without district backing of funds or materials. Our question is where do the district want schools to go regarding Language Arts and Social Studies and are there funds and materials to back it up. We would like something in writing that each school can use as a resource. The “workshop model” needs actual support.
5. Presidio brought up the question of balanced classes in our middle schools. Our contract in section 9.4.1 and 9.5.2-9.5.18 speaks to numbers of students in various classes. Unified Arts classes in this school are being disproportionally populated with students and SPED students are being excluded from some classes.
6. Do all schools have a discipline policy and what is happening with restorative practices. How is the district supporting these issues
7. A new concern has arisen regarding the number of non- district employees that are working in some of our sites. Some para-eduators, a speech therapist and a SPED teacher for examples at Presidio are not district employees. Are they covered by our contract? Can an administrator at a given site fire them? Our members are being asked for help. Are union jobs being given away in our district? Do we have a record of how many positions are being filled with this type of employee?
8. Positions are now being posted in Oasis for jobs next year. We expect there to be transparency at various school sites and expect all positions to be posted in a timely fashion. We also want our school sites to be allowed to create and serve on hiring committees as stated in our contract
9. Next meeting with the District Administration is May 8th at 555 Franklin St. 4;30 pm.
10. Special Education Committee Report Brittny O’Connor

UESF Special Education Committee

Meeting at Ida B. Wells

4/15/19 @ 4:30 - 6:00 pm

Attendance:

 Brittny O’Conner-Roland, William Patterson, Julian Quinonez, Steve O’Reilly (Jefferson), Megan Caluza (SHP 504), Logan Crawford (Sanchez), Claire Davenport (JJSE), Emily Patterson (RL Stevenson), Smita Teotia (Cleveland), Raquel Huerta (Gateway MS), Jodi Beeman (West Portal), Elizabeth Ross (RL Stevenson)

Prepared Notes

1. Roles/Norms
2. Leading site concerns
	1. Sherman Elementary recap
	2. C. Chavez - DHH Interpreter issues
	3. Other:
		1. Sanchez Elementary: Why is the Mod/Severe SDC being moved?
		2. Stevenson Elementary:
			1. Similar concerns about eligibility and types of students being referred - mod/severe type students referred for mild/mod and gen ed placements.
		3. Cleveland Gen Ed Teacher requesting a site concern followup
			1. Elementary sites are seeing more students moved into gen ed classes. Students from bilingual strands are being moved into the English only strand, and there is an effort to cut services during IEPs. SPED teacher is not tenured.
3. Spring Workshop follow-up (15)
	1. Oakland Teachers talked about “Structure Tests” leading into negotiations. UESF has been in discussion since 2017/2018 about the possibility of creating a Case Coordinator. Structure tests with better results would give us power at the bargaining table. Many members are not aware about the Case Coordinator position, or believe it is a pipe dream. This is a large factor in why we don’t have the Case Coordinator position. What structure tests can we do *now*? How can our committee replicate a structure test based on communications from SPED committee to SPED unit members: verifying case loads with SEIS data, UESF data and member input based on a survey, etc.
	2. Allocation verification email:
		* 1. Do we have personpower/resources for being proactive here?
		1. Follow-up survey? (Steve’s survey)
			1. Agreed to send electronic version to all known Case Managers
				1. Steve reported on paper survey version findings. Survey about case coordinator: 22 respondents: 82% want case coordinator 18% wanted more information: unit members felt discussions around responsibilities of case coordinator was helpful: Gateway has an admin doing something similar to a case coordinator. Next meeting is April 22 with uesf/labor relations.
				2. June Jordan 30% students with IEPs. Teacher points out that paperwork is not her best skill, whereas she is good with students. Given the option of serving student or doing paperwork, always serve students first. Concerns about level of training people would be getting. Could paras be promoted to a position like this?
				3. Case Coordinator position in another district: (Special Education Compliance Specialist at Shoreline outside of Seattle)
		2. Has UESF created the “work order” google form for email blasts, proposed two months ago by Julian.
			1. If there were a BOE vote or presentation about the Case Coordinator position (or any SPED concern), how would we mobilize? Are we ready?
		3. We have some willing speakers for events - should start prepping talking points for when it’s needed.
			1. Gen Ed Teacher from conference
			2. A Balboa High teacher who had a Case Coordinator at previous school on the peninsula.
4. [Research Questions to Support Case Coordinator Support Position](https://docs.google.com/document/d/1Nt4dGhnwvV4f8V243l8NXjqKx3s064mzwmIxwSDfofQ/edit?usp=sharing):
	1. The linked document has questions for SPED, HR, LEAD, and District old-timers.
		1. Should plan how to present questions for answers: How do we stop wasting money? Case coordinator position will help with recruiting special education teachers
		2. Case coordinator will save district: reduced dropout rates, better IEP compliance, better test scores due to teachers being in classroom, etc.
		3. Case coordinator committee would like to request information (information request) Can UESF staff work on some of these questions with year-round SFUSD staff during the summer?
5. Letter in Support of Jean (2)
	1. From previous minutes:
		1. Publish in our Committee Minutes.
			1. Will be sent to Superintendent and BOE - per Julian
		2. Send out in email blast from Nguyen
			1. To members, and select administrators / BOE
				1. Julian says UESF will not forward the letter as previously discussed, but, once it’s published anyone can forward it?
6. Bargaining Rule Changes - proposal
	1. Support for a rule that prior to using any contractor for a position that is on file within UESF, SFUSD must list the position through EDJoin or similar HR platforms, and, hold interviews of qualified candidates in a timely manner; and, once a qualified candidate is found, the contract position will be terminated and replaced within 90 days.
		1. If the rule exists it needs to be enforced. This is grievable (do this for DHH Interpreter and the Registered Behavior Technician positions).
	2. After 30 calendar days, if an administrator has not attempted to fill a vacant paraeducator position (by holding a minimum of three interviews), The Special Education Cohort Supervisor will be required to fill the vacancy with a qualified candidate from the HR pool.
		1. Needs Board Approval. Have already met with HR, Labor Relations and High School Division. Still need to meet with SPED and Middle School position. There are 13 schools with this specific issue active.
7. Executive Committee Resolution - proposal from Brittny and Will
	1. UESF fully supports the development of NPS programs within SFUSD, owned, operated and staffed by SFUSD (and, with community and family engagement in the operations of the schools). (McAuley as an example but without the hospital)
8. SPED Committee request for a UESF Executive Committee evaluation for the possibility of a full-time SPED staff rep:
	1. Position can be funded by tracking new UESF membership from SPED
		1. Less contractors, more bargaining member staff - 25 @ $600-1,200 each
			1. SFUSD contracts for interpreters, paraeducators, transportation staff, etc. and *does not list* these positions, denying the union revenue, and weakening our bargaining power.
		2. NPS schools with SFUSD staff 25 @ $600-1,200 each
			* 1. SFUSD spending $12 million on transportation alone for NPS schools.
				2. SFUSD spending $18 million on NPA/NPS services (13% of SPED budget)
				3. Juvenile Justice System spending \_\_\_ on incarceration.
		3. Case Coordinator Support Position staff as bargaining unit members 100 @ $600-1,200 each
	2. Total in new revenues is 100 @ $600 and 50 @ $1,200 = $120,000.
9. Medi-Cal billing update:
	1. Requesting Marcy James to present about Medi-Cal billables at next meeting with Jean. Requested a full list of billable services, and conditions for billing. (5)
	2. SLP UBC willing to survey members to see if billable time is being lost during IEP prep time.
		1. [The survey is here](https://forms.gle/YuhAUKn8BvYFoHhF8)
10. Trial site concern roll-out:
	1. Three Schools Selected:
		1. John O’Connell, Paul Revere k-8, Buena Vista Horace Mann k-8
			1. Julian requests holding off until next school year.
			2. Using Site concern form with UESF staff reps
11. Inclusive School Week planning update:
	1. Tom and Brittny to “thought partner” on this.
		1. Brittny keeping a brainstorm doc. Goal is to reach out to CAC.
		2. Have a theme/color, 3-5 goals, materials/activities for everyone to try
		3. Have serious plan in place at least 2 months prior to the inclusive schools week
		4. Ask Jean who on CAC is in charge of inclusive schools week collaboration/planning: SPED committee would like to support and help spread the message to school sites
12. Previous contract Bargaining Win - Meeting requirements infographic
	1. Can Nguyen prepare an informational graphic highlighting the language around meeting times: 8 hours total, 4 are Admin choice, next 4 are priority for SPED first, then Principal discretion, any SPED meetings over 8 hours are still required by federal law.
		1. Julian asked for a reminder to request this.

UESF SpEd Committee & SFUSD SpEd Dept.

Agenda: 4/25/19

1. Introductions: Introductions: Will Patterson, (co-chair- SPED, Elaine Merriwether, (Vice President of UESF), Julian Quinonez (UESF SPED Committee Rep), Jean Robertson (Chief of SPED), Jenny Jimenez-Payne (SPED Director), Brian Borsos (Content Specialist, UESF member), Margaret Farruggio (SpEd Director), Brittny Roeland (UESF Co-Chair)
2. Chavez DHH Site Concern - Jean is addressing this and trying to work with DHH teachers so that the kids are not harmed by working with poor interpreters.
	1. Job listing for district hired interpreter
		1. S20-D couldn’t be hired so an NPA was hired to support a specific child at Presidio. May be an option for Chavez?
	2. Change of agency for needs beyond a 1.0 position
		1. Other concerns have been raised to Jean, and Jean and Anacorina are looking into it.
3. George Washington H.S./Wallenberg High School Allocations for Mod/Severe inclusion
	1. Change allocation category for student from 22 to 10.
		1. SpEd would not guarantee the change in caseload, but did say they are not disturbing the mod/severe inclusive schools program at Washington.
	2. Add a SEIS pathway that allows a 50%+ general education Mod/Severe (EPC).
		1. Jean was interested, but, it was not something she could address right now. She expressed wanting a time to retreat with her staff over the summer to work on some of these issues.
		2. Jean did understand that the current pathways were not enough to properly move students through EPC.
		3. Expressed some frustration with process of trying to work through EPC.
		4. Technical problem had to do with synching Synergy and SEIS - ok to change SEIS and add pathways, but, only if Synergy has the same change so data can transfer.
4. Data Reports for SPED Caseloads/Class sizes
	1. Any way to work out the kinks so all schools show up?
	2. Can two versions of reports be blended (RSP type and SDC type)?
		1. This was successfully accomplished. Beautiful report by DJ!
		2. Will to follow up to verify Caseload report.
5. Coding Paraeducator Minutes -
	1. Jean announced a delay/change course because other districts are putting para-educator support/time into supp aides and services. Jean is thinking SFUSD should be doing the same as other districts for consistency. Jean reports they have done a better job at considering the needs of sites when determining para allocations. She believes that this ideally will not be a concern because para allocations will be done with careful consideration. But, it’s still something she is concerned about because of CAC brining it as a parent concern. Jean wants to discuss further with her team and have a better plan to roll out.
	2. Jean said she is open to having a meeting with UESF in July 2019 to discuss the beginning of the year roll out.
	3. Jean highlighted improvements to TED (Transportation Eligibility Determination)
	4. Jean is adding videos in SEIS to provide updates.
6. Medi-Cal billing/funding update: -
	* 1. Jean suggests UESF set up an additional meeting to discuss this.
	1. Complete list of billable services
		1. Jean said SLP’s are pushing back on submitting field notes. SLP’s are doing better about submitting minutes. Jean said the bus drivers are submitting bussing services every Friday. District can also submit these minutes 2 years retroactive.
			* 1. Brittny and/or Will to follow up with SLPs to see what concerns they have and make sure the concerns are supported/addressed.
	2. % of IEPs without consent box checked
	3. Estimated total revenue to district from Medi-Cal billing yearly (past 5 years)
	4. Is this the correct statement: “Most students with IEPs become eligible for Medi-Cal regardless of income. The disability itself is a determining eligibility. Checking this box will not result in Medi-Cal pulling any family or individual medical or income files. The checked box simply allows the district to seek reimbursement for any billable services based on the eligibility and type of services provided.”
		1. If the above is not true, what personal information may be pulled? How would the district communicate individual information with Medi-Cal?
			1. Item not addressed, Will to request follow-up by email.
7. Inclusive Schools Week - who will UESF and CAC work with while waiting for new Ombudsman? Jean said there are a lot of applicants. Jean is off for two weeks in May. They should have someone identified within a couple of months. Whole table shared frustration that last year’s program saw such a dip, and expressed interest in contributing to improvement next year.
8. SDC Classroom closures:
	1. Numbers of SDC classrooms for Mild/Mod and Mod/Severe across district with change from last year: growing concern among elementary case managers that “inclusive practices” are going faster than supports for general education teachers and SPED staff divided between classrooms.
		1. Over last 3 years IEP teams have been making less recommendations for mod/severe. More mod students are ending up in mild/mod SDC’s. How do we utilize mod/severe credentialed teachers who may have been consolidated? Ideally people being consolidated will be helped by UESF. Chief, directors and supervisors all recognize mod/severe teachers are important and we do not want to loose them.
9. Rule change: After 30 calendar days, if an administrator has not attempted to fill a vacant paraeducator position (by holding a minimum of three interviews), The Special Education Cohort Supervisor will be required to fill the vacancy with a qualified candidate from the HR pool.
	1. Jean said this should instead be addressed by the LEADs.
	2. Jean and her team felt strongly they could not do this because more schools would stop bothering with hiring paraeducators and it would become a job for her and her team; which they think is inappropriate. When asked if it should go to HR instead, she replied simply that it could not be SPED’s responsibility.
10. Is the August PD being planned by logical subdivisions w/ relevant PD?
	1. Can we include a site with an optional PD for both SPED and Gen Ed teachers to focus on co-teaching?

As the meeting rose, Brian Borsos reported that he believed the co-teaching PD-Site was totally doable and there would be interested Content Specialists to contribute from SpEd.

1. Vice-President for Paraeducators Report Carolyn Samoa

Division meeting being switched to May 29th

Next tuesday May 21st at John O’Connell from 4:30-6:30pm it is the para leadership network.

1. Vice-President for Retired Division Report Rudi Faltus
2. Calendar Committee Report Lisa-Beth Watkins

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| **UESF Calendar Advisory Committee Meeting****Location**: Thurgood Marshall Academic High School (45 Conkling St.)**Time**: 4:30 - 6:30pm **Attendees**: Lisa Beth Watkins (Visitacion Valley MS), Kenyatta Scott (Lincoln HS), Elena Allen (Marshall HS), Emily Forbes (Marshall HS), Alexis Beglinger (Marshall HS), Anne Ryan (Marshall HS), Reynaldo Dulaney (Marshall HS)  |
| **Other stakeholders:** Parks and Rec, UESF (Susan, Elaine, Carolyn) SFUSD, Coleman Advocates, PTA, Carmelo Scarlato?, other parent groups**Goal of this Advisory Committee:** Give input for 2020-21 |
| Issues with Current Proposal:* Imbalanced semesters: inequity. Affects semester courses, testing in the spring
	+ Used to end semester 1 after winter break, that was changed
	+ Spring break used to move with Easter, that was changed
	+ Cesar Chavez used to be an extra day off
* Imbalanced semester can actually be okay because of all the testing that happens in the Spring - the extra time has been helpful for scheduling testing (High School IRF)
* 2 day week to end the school year (impossible to create a functional finals schedule)(finals Monday, graduation Tuesday)
	+ 8th graders get two more days off school because middle schools’ graduation is the Friday before
* Week off for thanksgiving is a hardship for paras
* Work day for teachers after winter break (no kids) or staff work day a the end of the semester
* Students want half days for the first day or 2 of school to acclimate back into school
* Kids don’t show up for first couple days of school if they don’t want to go to the school they’re assigned to; they’ll show up to the school they want
* 10 day count can affect the fall semester even more (class sizes changing constantly in the first x number of days of fall semester)
* Impact on family travel - costs are higher the later in June you need to leave (FS Key Elementary teacher reported)
* SBAC Testing: 7 days of lost instruction (reported by Lincoln HS teacher)
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| Ideas for fixes proposal:* Ts report without students the last day to get grades in and clean/set up for following year
* In August: Tuesday-Wednesday: teachers, Thursday-Friday: half days with students (teacher work time in the morning, second half with kids?)(or switch that?)(idea came from students)
* SurveyMonkey for union to send out for people to weigh in
	+ 1: kids start on Monday or 2: modified start time
	+ Do we want the first day after winter break to be a work day without kids and last day of school without kids (these are the 2 spring semester PD days)
* Wednesday becomes teacher work day - might need contract language around this to ensure it doesn’t vary from site to site

Proposal ideas:* Students start on a Monday - teachers report the week before
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| Materials: * [Emailed symmetrical schedule proposal - Kevin Doherty](https://drive.google.com/open?id=1sPCw9D-drJXqy4-mtPHmMcrqOKW9VRBf)
* [2019-20 Jefferson Union High School District Calendar](https://www.juhsd.net/Page/2#calendar1/20190430/month)
* [2019-20 Pacifica School District Calendar](https://www.pacificasd.org/files/user/1/file/School%20Year%20Calendar%202019-2020%281%29.pdf)
* [SFUSD 2018-19, 2019-20, 2020-21 calendars](http://www.sfusd.edu/en/news/calendars/academic-calendar.html)
* [Notes from 2007-2010 Calendar suggestions from Kenyatta Scott](https://drive.google.com/open?id=17G1vJk-zjCTeN3GbIZVS5C09IZiAD8pl)
 |
| **Questions for survey:**Would you want to move teacher PD days (the 4 currently at the beginning of the year) to the second semester?* First day of 2nd semester
* Last day of 2nd semester
* Both
* Neither (keep them both in the first semester before school starts)

Start day for students: * Wednesday (half day), Thursday, Friday
* Thursday, Friday (both half days)
* Thursday (half day), Friday (full day)
* Monday - full week

3 proposals for start and end date (using 2020-21 as example): * [Proposal #1](https://drive.google.com/file/d/1A53krzyrNy1MSjBZpFatqXuIfmD_0zvf/view?usp=sharing): start first week of August, end May 21, 2021 (2 week winter break)
	+ First semester: 89 instructional days
	+ Second semester: 91 instructional days
	+ First day of school: August 6th, last day of school: August 21st
	+ Teacher PD/work days: 8/3, 8/4, 8/5, and 1/4
* [Proposal #2](https://drive.google.com/file/d/11jXnbiya5_1i7mA60PNxNN0S3VCKCUW5/view?usp=sharing): start 2nd week of August, end May 28th (2 week winter break)
	+ First semester: 84 instructional days
	+ Second semester: 96 instructional days
	+ First day of school: August 13th, last day of school: August 28st
	+ Teacher PD/work days: 8/10, 8/11, 8/12, and 1/4
* [Proposal #3](https://drive.google.com/open?id=1K5lIQgwSAacm5Zl-b6YTSweYb8YxGnIB): start 1st week of August, end May 28th (3 week winter break, 9 week summer)
	+ First semester: 89 instructional days
	+ Second semester: 91 instructional days
	+ First day of school: August 6th, last day of school: August 28th
	+ Teacher PD/work days: 8/3, 8/4, 8/5, and 1/11
 |

COPE Report Anabel Ibañez

* Wednesday May 22 Day of Action; wear Red; buses depart (Lowell, Marshall, City College) at 2pm, suggest members be at the busses by 1:30pm. Detailed instructions will be sent out where and when people should gather.
* Most likely will be 3 measures on the next ballot around affordable housing. Mayor is proposing to build teacher housing. There are some loopholes in the amendment that are concerning. UESF was not included in the drafting of the amendment. UESF is attempting to fix the proposed amendment that would clear up some of the language. District 11 & District 5 Supervisors are supporting the Mayors propositions. UESF has a meeting tomorrow with the Mayor to discuss. 1st week of June will be the first hearing.

Officers’ Reports

1. President’s Report Susan Solomon
* Update on upcoming local housing legislation with guest speaker Peter Cohen of Council of Community Housing Organizations
	+ Has been working with UESF for several years; advising us on how to best work with the Mayor’s office to make sure the interests of UESF members are being considered.
	+ “Teacher housing” could become the trojan horse for advancing all types of housing projects.
* Elections for CTA Minority at Large Golden Gate Service Center; there are 3 people running; in order for your ballot to count in the vote, you need to also sign your name on the sign in sheet.
* UESF/SFUSD member that has cancer has to pay out of pocket to cover the cost of the sub. CTA arranged for a phone call yesterday morning with 2 of Governor Newsoms aids to share with them more information about what is going on. There is an interest to extend disability leave and work together to try and figure out how to do this. San Francisco teachers are deducted a flat rate from their salary. Maternity leave has improved and teachers will make at least $150 per day. Sick Leave Bank is open in February and in October.
1. Executive Vice-President’s Report Elaine Merriweather

NEA

I will be attending the NEA Board Meeting in Washington DC. While in DC I’ll also be lobbying at Capitol Hill. Some of the topics I’ll discuss with our representatives in Congress will be about Permanent Protections for Dreamers, DACA recipients, and people granted temporary protected status for humanitarian reasons. As always, I’ll be lobbying for education funding as well.

NBCT

I was able to attend the celebration for our National Board of Certified Teachers on April 19th. There were (36) new NBCT candidates and (12) renewals this year. I really value the NBCT process because I am aware that teachers who’ve accomplished this work go through a rigorous process, and it makes a difference in their classroom (s). UESF supports this program by providing funds for food at their monthly meeting.

LOCAL NEWS

* Susan Solomon, Betty Robinson-Harris, and I spoke at the board meeting on Tuesday, April 23rd along with a group of parents and teachers. The district is trying to close the OST (Out of School Time) Programs at Redding and Drew as of June 30, 2019. Our families and students depend on both of these programs and the closure would mean consolidations of staff at both sites. The board listened very attentively, and we are hoping they will intervene and halt the closure of the OST programs until an equity audit can be completed.
* UESF is creating a new partnership with San Francisco City College and SFUSD to create an Apprenticeship Program. This program would combine on the job learning with technical education at the community college. Apprentices would gain skills, mentorship, and receive pay while working. Carolyn Samoa, Janet Eberhardt, and I have been involved by attending (2) of the initial meetings to plan this program. We’re excited about this news and will keep you informed.
* Check out the new April / May issue of the California Educator magazine from CTA. There is an article on Transitional Kindergarten featuring quotes and photographs of Executive Board member Catherine Sullivan and myself.
* The end of the school year is slowing approaching and UESF is gearing up for the May 22nd “Action Day”. I would like to encourage all Executive Board members to join us, hope to see you there!

Resolution

M/S/C Resolution on Special Education Plan Brittny O’Connor

Whereas, SFUSD is the seventh largest school district in California educating over 55,000 students; and,

Whereas, SFUSD students, families, educators and staff rely on all modes of financial resources to educate our most vulnerable populations; and,

Whereas, UESF is committed to the SFUSD “Stable, Safe and Supportive Schools Policy” designed to serve all SFUSD students as approved by the Board of Education; and,

Whereas, countless studies have proven that students are best served at school sites near to their homes and within their communities; and,

Whereas, SFUSD currently spends more than $17,000,000 per year on non-public schools (including transportation costs) to support the needs of students needing intensive services; and,

Whereas, St. Mary’s McAuley Counseling Enriched Education Program (CEEP) is a successful school setting providing those intensive services to our students with the highest degree of need within SFUSD; and,

Therefore, be it resolved that UESF be an active partner in the exploration and implementation of innovative school models staffed by UESF members for our highest need students.

*Submitted as approved by the UESF Executive Committee to the May 15 Meeting of the UESF Assembly by Brittny O’Connor, William Patterson, Susan Kitchell, Elaine Merriweather, Carolyn Samoa, Susan Solomon, Diane Thompson, Darcie Blackburn*

Sergeant at Arms Report A.J. Frazier

27 present & 1 guest

New Business/Good of the Order

Board of Education has been fined 3.3 million dollars by the State of California b/c Lincoln high school did not meet all of the required minutes for its students.

Virgils Sea Room 4-7pm June 4th for end of year celebration

Adjournment @ 6:17pm

In Memory of Rebecca King Morrow, Carolyn Samoa’s sister and union activist